

Inspection of Little Rainbows Nursery

Trinity Road, Sutton Coldfield, West Midlands B75 6TJ

Inspection date: 27 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this welcoming child-friendly environment. As they arrive, they receive a warm welcome from the kind and caring staff. Children are confident, eager learners who display a can-do attitude. They behave well and display positive attitudes to learning. Children demonstrate good communication skills as they talk to each other and share opinions and ideas.

Staff acknowledge children's efforts and achievements. For example, a child arrives at the nursery with a jar of jam and proudly explains how they have helped to make it. At snack time, staff provide toast so that everyone can talk about and taste the jam. This helps children to develop high levels of self-esteem and confidence. Children develop good independence. They learn to take responsibility for their belongings and manage their own personal care. Children confidently explore the indoor and outdoor environments with curiosity and make independent choices as they play. Children use their problem-solving skills as they work together to design and build structures using building blocks.

Staff support children with special educational needs and/or disabilities especially well. They work closely with parents and other professionals to help these children to reach their full potential.

What does the early years setting do well and what does it need to do better?

- The manager has made significant improvements since the last inspection and has addressed the actions raised, She ensures that the correct procedures are followed to enable Ofsted to complete the required checks regarding the suitability of committee members.
- The manager has high expectations for all children. She has devised a well-sequenced curriculum which covers the seven areas of learning, and is linked to children's current interests, learning styles and individual development needs.
- The manager responds promptly to any delays in children's development and works in partnership with parents and other professionals to provide early intervention to enable children to make the best possible progress.
- The manager includes staff, parents and children in her evaluation of the nursery to help her identify areas for improvement.
- There is an effective programme of supervision and professional development in place for the manager and staff, which focuses on the learning and development needs of the children who currently attend.
- Parents speak very highly of the staff and comment on the good progress their children make, and that they enjoy attending. There is a well-established communication channel which provides an effective two-way exchange of information, to enable parents to be fully involved in the assessment of their

children's learning.

- Children thoroughly enjoy story time. They listen intently and offer their opinions and ideas. Children link the story to their own experiences and previous knowledge. For example, a child introduces a discussion about planets and how they have seen 'a shooting star'. Another child joins in and describes 'the banana shaped planet' they observed in the sky. However, on occasions, some staff do not challenge children's thinking and communication skills as well as possible. For example, staff do not give children time to think and respond to questions before asking another or answering themselves.
- Staff use their good teaching skills to motivate and engage children. They prepare children well for their next stage of learning, including their move on to school. They provide plenty of opportunities for children to develop their small-muscle skills, in readiness for future writing. Children learn to identify letters and write words. Staff support children to develop good knowledge of mathematics. Children learn to count, recognise numbers and solve simple addition and subtraction problems as they play.
- Children engage as they use a variety of craft materials, including glue sticks, scissors, printed templates and crayons. However, at times, staff overly direct these activities and reduce the opportunities for children to develop their creativity, and build on their own ideas and ways of doing things.
- Staff have high expectations for children's behaviour. They implement effective behaviour management strategies, which helps children to learn right from wrong.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of the possible signs and symptoms of abuse. They know where to refer any concerns they may have about a child's welfare. There are robust recruitment procedures in place to help ensure staff are suitable to work with children. Staff carry out daily checks to help make certain that the learning environment is safe for children to play in. Staff supervise children closely at all times. Children learn how to use tools safely, as they practise using scissors carefully. They learn to keep themselves safe. For example, they know they need to refrigerate foods that will perish.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support staff to strengthen their teaching techniques so that they give children the time they need to respond to questions and discussions to fully support their developing language and thinking skills
- help staff to identify when to step back during adult-led and child-initiated

activities to enable children to develop their creativity and build on their own ideas and ways of doing things.

Setting details

Unique reference number	EY397439
Local authority	Birmingham
Inspection number	10231403
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	50
Name of registered person	Coppice & Langley Collaboration Group Committee
Registered person unique reference number	RP904666
Telephone number	0121 675 2228
Date of previous inspection	15 February 2022

Information about this early years setting

Little Rainbows Nursery registered in 2009. It is registered by an independent committee organisation and operates on the shared site of Langley School and Coppice Primary School. The nursery opens Monday to Friday, from 8am to 6pm, all year round. It employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including two who hold qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told her what they wanted the children to learn at the nursery. The manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the manager and staff throughout the inspection. She looked at relevant documentation, including qualifications, and viewed evidence of the suitability of those working with children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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